JAPANESE LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–9

This program of studies is intended for students who began their study of Japanese language and culture in Grade 4. It constitutes the seventh, eighth and ninth years of the Japanese Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

Japanese, spoken by over 125 million people in the world, is one of the world's 10 principal languages; and Japan, with its long and evolving cultural history, is the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan is a leader in many fields, including science, technology and medicine; it plays an important role as a world economic leader; and its culture continues to have significant impact far beyond its borders.

Interactions and partnerships between Alberta and Japan have a long history of importance in many aspects of Alberta's economy. Alberta's ties with Japan continue to be very strong. Japan is one of Alberta's top trading partners, and Alberta is a popular destination for Japanese tourists.

Par_____ ___ _____ Japan are also very important in _____ Alberta's students. A large _____ a's students and schools are _____ anges and twinning programs with Japan, which enhance language and cultural _____ ;. The success of these programs has made _____ nt contributions to enhancing the language ___ ind cultural/intercultural development of ____ 's students.

There is significant evidence to suggest that learning another language contributes to the development of increased abilities in the first language and enhances cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

The study of Japanese greatly contributes to the potential of students to achieve success in their futures. For students who have no prior connection to the Japanese language and culture, this program of studies offers an opportunity to learn about and build bridges with a unique and influential culture. For students who already have some knowledge of Japanese, there is the opportunity to maintain and develop literacy in the language. For students with a family connection to the culture, there is the opportunity to renew contact with their heritage language and culture.

To learn Japanese as an additional language is to embark on a profound experience of cross-cultural exploration. This program of studies promotes intercultural communication and intercultural understanding, through students' learning about a culture that may be distinctly different from their own. Students find learning Japanese to be

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challenging yet fun. They are often fascinated by the opportunity to learn about historical and contemporary elements of Japanese culture.

The ability to speak Japanese gives students a competitive edge in today's global marketplace and workplace. It improves the potential for career opportunities in Canada, Japan and other parts of the world in a variety of fields, such as marketing, tourism, teaching and information technology. Learning Japanese also provides students with the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada, and it provides students with the foundation that will allow them to consider opportunities for further studies in Japan.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Japanese leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Japanese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on Japanese culture.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the
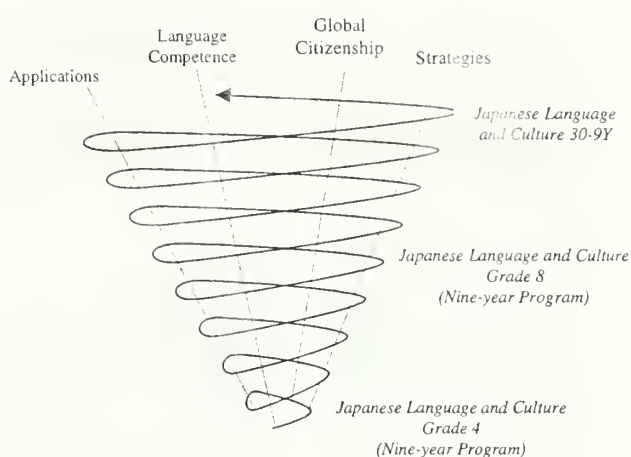
meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

Japanese Language and Culture 30-9Y

Japanese Language and Culture Grade 8 (Nine-year Program)

Japanese Language and Culture Grade 4 (Nine-year Program)

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Japanese **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications
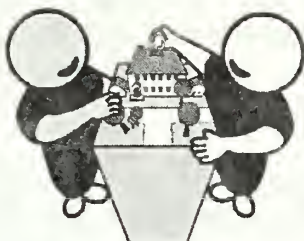
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information
A–2 to express feelings and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Japanese **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret texts
LC–3 produce texts
LC–4 interact
LC–5 apply knowledge of the sociolinguistic/ sociocultural context
LC–6 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship
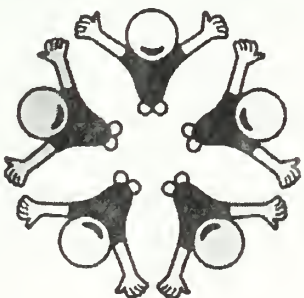
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture
GC–2 affirming diversity
GC–3 personal growth and future opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

cluster heading for specific outcomes →

LC–3 produce texts

read each page vertically for the outcomes expected at the end of each grade ↕

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
LC–3.1 speaking	a.	produce simple spoken words and phrases in guided situations	a. produce short, simple spoken sentences in guided situations	a. produce simple spoken sentences in guided situations
LC–3.2 writing	a.	copy simple written words and phrases in guided situations	a. produce short, simple written sentences in guided situations	a. produce simple written sentences in guided situations
LC–3.3 representing	a.	use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. use visuals and other elements of a variety of media to express meaning in guided situations

strand headings for specific outcomes ↑

specific outcome statements for each grade

← read each page horizontally for the developmental flow of outcomes from grade to grade →
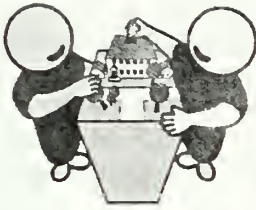
Applications

to express feelings and
personal perspectives

to impart and
receive information

to get things done

**Students will use Japanese in a variety of
situations and for a variety of purposes.**

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands, which show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Japanese.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1   to impart and receive information

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
A–1.1 share factual information	a. ask for and provide information on several aspects of a topic; e.g., give a simple report	a. ask for and provide information using definitions, comparisons and examples	a. share information about events that took place in the past or that may take place in the future

A–2   to express feelings and personal perspectives

Students will be able to:

	Grade 7	**Grade 8**	**Grade 9**
A–2.1 share ideas, thoughts, feelings, opinions, preferences	a. inquire about and express agreement and disagreement, approval and disapproval	a. inquire about and express interest or lack of interest, satisfaction and dissatisfaction	a. inquire about and express probability and certainty
	b. inquire about and express feelings appropriately in a variety of familiar contexts	b. express feelings in a variety of familiar situations	b. express opinions
			c. express feelings in informal situations

A–3   to get things done

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions in a variety of situations b. give and follow a simple sequence of instructions in a variety of situations	a. make suggestions, requests and provide advice	a. make and respond to directions and instructions or requests in formal situations; e.g., in a public library, post office
A–3.2 state personal actions	a. state personal actions in the past, present and future b. make an offer to do something	a. express intention to do something	a. respond to an offer or invitation with explanations
A–3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for contributions of others	a. express disagreement in an appropriate way	a. negotiate in a simple way with peers in a small group

A–4   to form, maintain and change interpersonal relationships

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates b. exchange greetings and farewells in a variety of formal and informal situations c. give simple excuses	a. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages b. take leave politely	a. give and respond to compliments b. offer and respond to congratulations c. give simple excuses with apology

A–5   to extend their knowledge of the world

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore and express information in a variety of ways	a. explore and express information in a variety of ways
A–5.2 gather and organize information	a. gather information, using a prepared format; e.g., interview people, using prepared questions	a. gather information from a variety of resources; e.g., print, human, multimedia	a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts
A–5.3 solve problems	a. examine a problem and propose a solution b. propose solutions	a. use information collected from various sources to solve problems	a. generate and evaluate alternative solutions to problems
A–5.4 explore opinions and values	a. express their views and opinions on a variety of topics b. explore how values influence behaviour	a. provide reasons for their opinions b. explore how values influence behaviour	a. distinguish fact from opinion

A–6 for imaginative purposes and personal enjoyment

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to understand simple humour	a. use the language for fun and to understand and express simple humour; e.g., learn and perform songs, dances and short skits	a. use the language for fun and to understand and express humour; e.g., learn and perform songs, dances, short skits
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., experiment with sounds, words and rhythms of the language, such as haiku	a. use the language creatively and for aesthetic purposes; e.g., write simple short stories	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence

interpret texts

produce texts

interact

attend to form

Students will use Japanese effectively and competently.

apply knowledge of the sociolinguistic/sociocultural context

apply knowledge of how discourse is organized, structured and sequenced
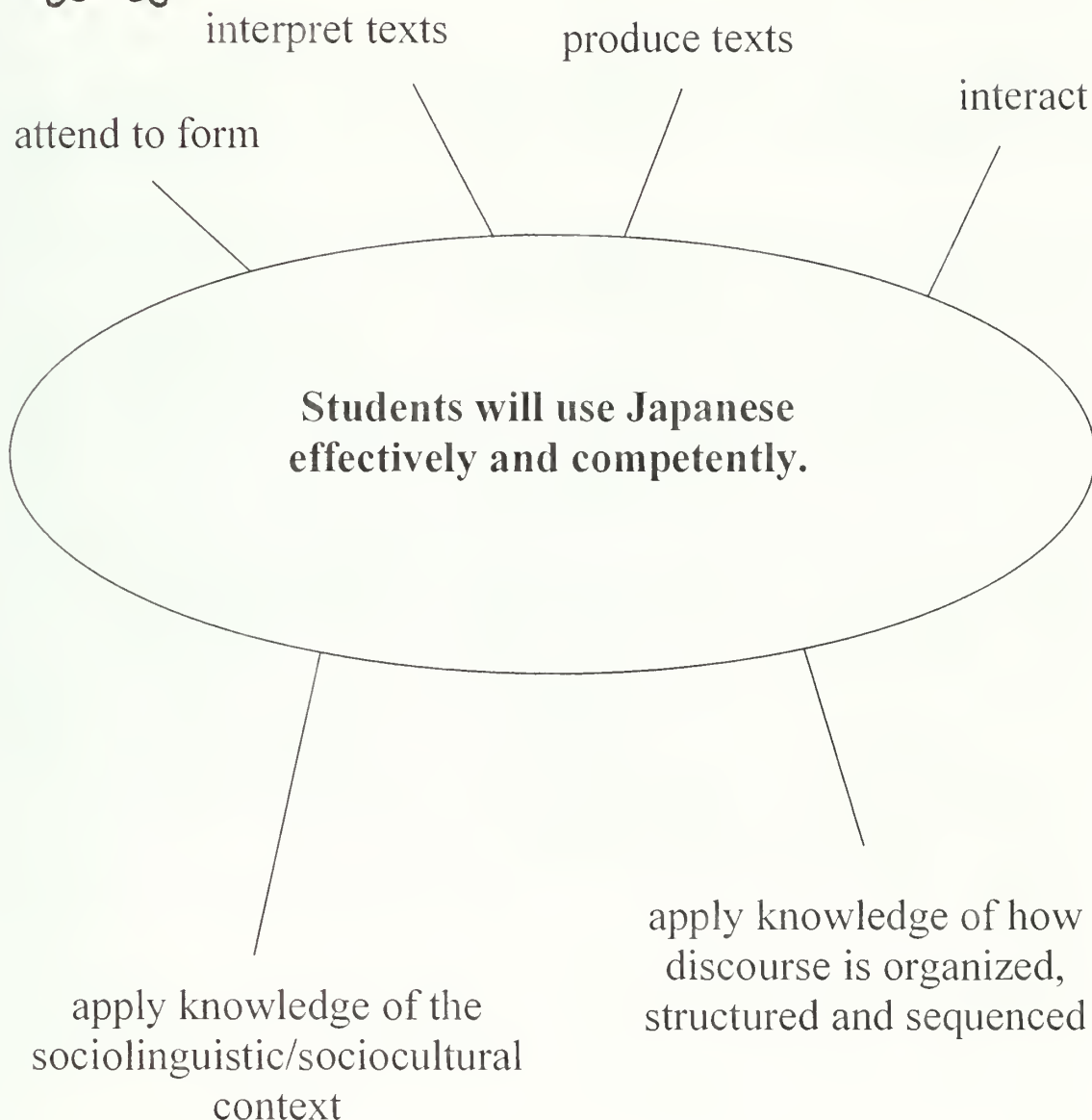
LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Japanese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for sound system, writing systems, lexicon and grammatical elements.

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammatical structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

LC–1 attend to form

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
LC–1.1 sound system	a. approximate the pronunciation of unfamiliar words	a. identify and reproduce some critical sound distinctions that are important for meaning	a. use intonation, pauses and rhythm appropriately in familiar situations
LC–1.2 writing systems	a. write basic katakana b. write simple sentences that incorporate hiragana and basic katakana words c. read and write some simple kanji characters	a. read and write a variety of familiar katakana words b. read a variety of basic kanji c. write some basic kanji d. write simple sentences that incorporate hiragana and katakana	a. recognize the complete katakana system b. read and write a variety of basic kanji c. write simple texts using all three systems
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my town • money and shopping • holidays/special days • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • people in the community • transportation • weather/seasons • vacations • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • travel • fashion • mass media • world of work • any other lexical fields that meet their needs and interests

(continued)

(continued)

LC–1 attend to form

| Grammatical Elements – Under Development |

Grade 7   Grade 8   Grade 9

Students will be able to:

LC–1.1 grammatical elements

a. use, in modelled situations,[4] the following grammatical elements: ....

Grade 7	Grade 8	Grade 9
– V dictionary form	– V ことができます	– V potential form
– V た	– V てから/V(dic.)まえに	– V たことがあります
– V₁ て V₂ ます	– V てくれませんか	– V₁ たり V₂ たりします
– V ない	– V なかった	– V たらどうですか
– V ないでください	– V にいきます/きます	– N みたい(です/な N
– N にします	– A くて/NaA で	で
– N になります	– NaA だ	す)
– N の L にあります/います	– NaA だった	– N₁ と N₂ と(では)どちらが A/NaA ですか
– N を Quality ください	– N だ	– N₁ のほうが N₂ より A/NaA です
– N をもらいます/あげます/くれます	– N だった	– N が/を Quality＋V ます
– N₁ は N₂ が A/NaA です	– N は V ことです	– かもしれません
– A/NaA のをください	– N が/は Quality あります/います	– んです
	– N₁ は N₂ とおなじです/ちがいます	– そうです(appearance)
	– N₁ と N₂ と(では)どちらが A/NaA ですか	– とおもいます/おもっています
	– N₁ のほうが N₂ より A/NaA です	– もう/まだ
	– V こと/のが A/NaA (ex. すき/とくい) です	– Quantity だけ
	– といいます	
	– とおもいます/おもっています	

(continued)

Legend

N means noun
V means verb
L means location
A means *i*-adjective
NaA means *na*-adjective

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4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

(continued)

LC–1 attend to form

Grammatical Elements – Under Development

Grade 7	Grade 8	Grade 9

Students will be able to:

a. use, in modelled situations,[4] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9
– V dictionary form	– V V *koto ga dekimasu*	– V potential form
– V *ta*	– V *te kara*/V(dic.)*mae ni*	– V *ta koto ga arimasu*
– V_1 *te* V_2 *masu*	– V *te kuremasen ka?*	– V_1 *tari* V_2 *tari shimasu*
– V *nai*	– V *nakatta*	– V *tara dou desu ka?*
– V *nai de kudasai*	– V *ni ikimasu/kimasu*	– N *mitai (desu/na Ndesu)*
– N *ni shimasu*	– A *kute*/NaA *de*	– N_1 *to* N_2 *to (dewa) dochira ga* A/NaA *desu ka?*
– N *ni narimasu*	– NaA *de*	
– N *no* L *ni arimasu/imasu*	– NaA *datta*	– N_1 *no hou ga* N_2 *yori* A/NaA *desu*
– N *o* Quality *kudasai*	– N *da*	
– N *o oraimasu/agemasu/ kuremasu*	– N *datta*	– N *ga/wa* Quality $+$ V *masu*
	– N *wa* V *koto desu*	
– N_1 *wa* N_2 *ga* A/NaA *desu*	– N *ga/wa* Quality *arimasu/ imasu*	– *kamoshiremasen*
– A/NaA *no o kudasai*		– *n desu*
	– N_1 *wa* N_2 *to onaji desu/ chigai masu*	– *sou desu* (appearance)
		– *to omoimasu/omotteimasu*
	– N_1 *to* N_2 *to (dewa) dochira ga* A/NaA *desu ka?*	– *mou/mada*
		– Quantity *dake*
	– N_1 *no hou ga* N_2 *yori* A/NaA *desu*	
	– V *no/koto ga* A/NaA (ex. *suki/tokui*) *desu*	
	– *to iimasu*	
	– *to omoimasu/omotteimasu*	

(continued)

Legend

N means noun
V means verb
L means location
A means *i*-adjective
NaA means *na*-adjective

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4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

(continued)

LC–1 attend to form

| Grammatical Elements – Under Development |

LC-1.4 grammatical elements

Grade 7	Grade 8	Grade 9

Students will be able to:

b. use, in **structured** situations,[5] the following grammatical elements: ....

Grade 7	Grade 8	Grade 9
– Ｖ ています	– Ｖ dictionary form	– Ｖ てくれませんか
– Ｖ てもいいです(か)	– Ｖ た	– Ｖ てから/Ｖ(dic.)まえに
– Ｖ てはいけません/だめです	– V_1 て V_2 ます	– Ｖ ことができます
– Ｖ たいです	– Ｖ ない	– Ｖ こと/のが A/NaA (ex. すき/とくい) です
– Ａ かった(です)	– Ｖ ないでください	– Ｖ なかった
– Ａ くなかった(です)	– A/NaA のをください	– Ｖ にいきます/きます
– Ａ い/NaA な ＋Ｎ	– Ｎ でしょう	– Ａ くて/NaA で
– NaA でした	– Ｎ にします	– NaA だ
– NaA じゃなかったです/ありませんでした	– Ｎ になります	– NaA だった
– Ｎ じゃなかったです/ありませんでした	– Ｎ を Quality ください	– Ｎ だ
– Ｎ で	– Ｎ をもらいます/あげます/くれます	– Ｎ だった
– Ｎ ができます/じょうずです/とくいです/へたです	– Ｎ の L にあります/います	– Ｎ は V ことです
– Ｎ がいちばん A/NaA です	– N_1 は N_2 が A/NaA です	– Ｎ をもらいます/あげます/くれます
– L にあります/います		– Ｎ が/は Quality あります/います
		– N_1 は N_2 とおなじです/ちがいます
		– といいます/ました

(continued)

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5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

> **Grammatical Elements – Under Development**

Grade 7	Grade 8	Grade 9

Students will be able to:

b. use, in **structured** situations,[5] the following grammatical elements: ....

Grade 7

- V *te imasu*
- V *temo ii desu (ka?)*
- V *te wa ikemasen/dame desu*
- V *tai desu*
- A *katta (desu)*
- A *ku nakatta (desu)*
- A *i*/NaA *na* + N
- NaA *deshita*
- NaA *ja nakatta desu/ arimasen deshita*
- N *ja nakatta desu/ arimasen deshita*
- N *de*
- N *ga dekimasu/jouzu desu/tokui desu/heta desu*
- N *ga ichiban* A/NaA *desu*
- L *ni arimasu/imasu*

Grade 8

- V *ditionary form*
- V *ta*
- V_1 *te* V_2 *masu*
- V *nai*
- V *naide kudasai*
- A/NaA *no o kudasai*
- N *deshou*
- N *ni shimasu*
- N *ni narimasu*
- N *o* Quality *kudasai*
- N *o moraimasu/agemasu/ kuremasu*
- N *no* L *ni arimasu/imasu*
- N_1 *wa* N_2 *ga* A/NaA *desu*

Grade 9

- V *te kuremasen ka?*
- V *te kara*/V (dic.) *mae ni*
- V *koto ga dekimasu*
- V *no/koto ga* A/NaA (ex. *suki/tokui*) *desu*
- V *nakatta*
- V *ni ikimasu/kimasu*
- A *kute*/NaA *de*
- NaA *da*
- NaA *datta*
- N *da*
- N *datta*
- N *wa* V *koto desu*
- N *o moraimasu/agemasu/ kuremasu*
- N *ga/wa* Quantity *arimasu/imasu*
- N_1 *wa* N_2 *to onaji desu/ chigai masu*
- *to iimasu/mashita*

(continued)

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LC–1.4
grammatical elements

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5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

| Grammatical Elements – Under Development |

Grade 7	Grade 8	Grade 9

Students will be able to:

c. use, **independently** and **consistently**,[6] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9
– V て	– V たいです	– V dictionary form
– V てください	– V ています	– V た
– V ました	– V てもいいです (か)	– V_1 て V_2 ます
– V ませんでした	– V てはいけません/だめ	– V ない
– V ませんか	です	– V ないでください
– V ましょう	– A かったです	– A/NaA のをください
– A いです	– A くなかったです	– N でしょう
– A くないです	– A い/NaA な + N	– N にします
– NaA です	– NaA でした	– N になります
– NaA じゃないです	– NaA じゃなかったです	– N の L にあります/いま
– N でした	/ありませんでした	す
– N じゃないです/ありま	– N じゃなかったです/あ	– N_1 は N_2 が A/NaA です
せん	りませんでした	– N を Quantity ください
– N がいいです	– N で	
– N は/があります/いま	– N ができます/じょうず	
す	です/とくいです/へた	
	です	
	– N がいちばん A/NaA で	
	す	
	– L にあります/います	

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6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

(continued)

LC–1 attend to form

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Grammatical Elements – Under Development

</div>

Grade 7	Grade 8	Grade 9

Students will be able to:

c. use, **independently** and **consistently**,[6] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9
– V *te*	– V *tai desu*	– V dictionary form
– V *te kudasai*	– V *te imasu*	– V *ta*
– V *mashita*	– V *temo ii desu (ka?)*	– V_1 *te* V_2 *masu*
– V *masen deshita*	– V *te wa ikemasen/dame*	– V *nai*
– V *masen ka?*	*desu*	– V *nai de kudasai*
– V *mashou*	– A *katta desu*	– A/NaA *no o kudasai*
– A *i desu*	– A *ku nakatta desu*	– N *deshou*
– A *ku nai desu*	– A *i*/NaA *na* + N	– N *ni shimasu*
– NaA *desu*	– NaA *deshita*	– N *ni narimasu*
– NaA *ja nai desu*	– NaA *ja nakatta desu/*	– N *no* L *ni arimasu/imasu*
– N *deshita*	*arimasen deshita*	– N_1 *wa* N_2 *ga* A/NaA *desu*
– N *ja nai desu/arimasen*	– N *ja nakatta desu/*	– N *o* Quantity *kudasai*
– N *ga ii desu*	*arimasen deshita*	
– N *wa/ga arimasu/imasu*	– N *de*	
	– N *ga dekimasu/jouzu*	
	desu/tokui desu/heta desu	
	– N *ga ichiban* A/NaA	
	desu	
	– L *ni arimasu/imasu*	

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6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2 interpret texts

		Grade 7	Grade 8	Grade 9
		Students will be able to:		
LC–2.1 listening	a.	understand short, simple texts on familiar topics in guided and unguided situations	a. understand a variety of short, simple texts on familiar topics in guided situations	a. understand a variety of short texts on unfamiliar topics in guided and unguided situations
LC–2.2 reading	a.	understand short, simple texts on familiar topics in guided situations	a. understand short texts on familiar topics in guided and unguided situations	a. understand a variety of short texts on familiar topics in guided and unguided situations
LC–2.3 viewing and nonverbal interpretation	a.	derive meaning from visual and other elements of a variety of media in guided situations	a. derive meaning from multiple visual and other elements in a variety of media, in guided and unguided situations	a. derive meaning from multiple visual and other elements in a variety of media, in guided and unguided situations

LC–3 produce texts

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–3.1 speaking	a. produce simple texts on familiar topics in guided situations	a. produce a variety of short, simple texts on familiar topics in guided situations	a. produce a variety of short texts on familiar topics in guided situations
LC–3.2 writing	a. produce short, simple texts on familiar topics in guided situations	a. produce a variety of short, simple texts on familiar topics in guided situations	a. produce a variety of short texts on familiar topics in guided situations
LC–3.3 representing	a. express meaning through the use of visual and other elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations

LC–4 interact

Students will be able to:

	Grade 7	Grade 8	Grade 9
LC–4.1 interactive fluency	a. engage in simple, routine interactions, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

LC–5 apply knowledge of the sociolinguistic/sociocultural context

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–5.1 register	a. experiment with and use formal language in familiar situations	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal and informal language in a variety of contexts
LC–5.2 idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	a. understand and use a variety of simple idiomatic expressions as set phrases	a. understand and use a variety of simple idiomatic expressions as set phrases
LC–5.3 variations in language	a. recognize variations in language; e.g., age and gender	a. recognize other influences resulting in variations in language; e.g., social status, relationship with others	a. recognize other influences resulting in variations in language; e.g., region
LC–5.4 social conventions	a. recognize important social conventions in everyday interactions	a. understand important social conventions in everyday interactions	a. interpret and use important social conventions in interactions
LC–5.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite; e.g., sounds and noises	a. avoid nonverbal behaviours that are considered impolite

LC–6 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–6.1 cohesion/coherence	a. use common conventions to structure texts; e.g., titles, paragraphs b. organize texts, using common patterns; e.g., straightforward time sequencing	a. organize texts to indicate steps in a procedure or directions to follow b. organize texts using common patterns; e.g., cause and effect	a. use some conventions to structure texts; e.g., informal, letter forms b. interpret simple references within texts; e.g., pronouns, demonstratives c. interpret sentences with simple ellipses
LC–6.2 text forms	a. use simple text forms in their own productions	a. recognize a variety of text forms delivered through a variety of media	a. examine the organization or structure of a variety of text forms; e.g., instructions for a game
LC–6.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	a. initiate interactions, and respond using a variety of social interaction patterns; e.g., request/grant/deny permission	a. initiate interactions and respond using a variety of social interaction patterns; e.g., invitation–acceptance/ refusal with explanation

Global Citizenship

historical and contemporary
elements of Japanese culture
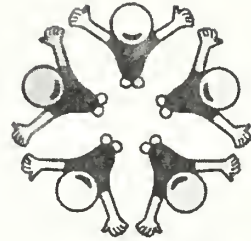
affirming diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens.**

personal growth and future opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need to be effective global citizens. The concept of global citizenship includes citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Japanese culture," there are strands for accessing/analyzing cultural knowledge, knowledge of the culture, applying cultural knowledge, diversity within the culture and valuing the culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Rather than simply try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 historical and contemporary elements of Japanese culture

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions about elements of Japanese culture	a. formulate questions about Japanese culture b. identify and use a variety of sources to find out about Japanese culture	a. organize and represent information about Japanese culture
GC–1.2 knowledge of the culture	a. explore and identify some elements of Japanese culture	a. explore and identify some elements of Japanese culture	a. explore and identify some elements of Japanese culture
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Japanese culture to interpret cultural behaviour that is different from their own	a. apply knowledge of elements of Japanese culture to interact with people and interpret texts	a. identify different elements of Japanese culture, and speculate on their origins

(continued)

(continued)

GC–1 historical and contemporary elements of Japanese culture

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
GC–1.4 diversity within the culture	a. explore diversity with the Japanese culture	a. apply knowledge of diverse elements of Japanese culture to interact with people and interpret texts	a. apply knowledge of diverse elements of Japanese culture to interact with people and interpret texts
GC–1.5 valuing the culture	a. demonstrate respect for those whose cultural behaviour is different from their own	a. participate in and contribute to activities and experiences that reflect Japanese culture	a. examine their own perception of Japanese culture

GC–2 affirming diversity

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
GC–2.1 awareness of first language	a. identify some words in their first language that have been borrowed from Japanese or from other languages	a. compare oral and written aspects of their first language and Japanese	a. compare and contrast variations in their own language(s) and within the Japanese language
GC–2.2 general language knowledge	a. recognize that languages may have regional differences	a. recognize that languages can be grouped into families based on common origins	a. explore how and why languages borrow from one another b. explore how culture influences languages
GC–2.3 awareness of own culture	a. identify some influences of their personal cultural identity	a. identify some of the past and present relationships between Japanese culture and their own culture	a. identify some of the past and present relationships between Japanese culture and their own culture
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region	a. recognize that different cultures may have different cultural practices, products or different interpretation of texts

(continued)

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GC–2 affirming diversity

		Grade 7	Grade 8	Grade 9
		Students will be able to:		
GC–2.5 valuing diversity		a. demonstrate curiosity about other languages and cultures b. identify different perspectives	a. recognize and acknowledge different perspectives	a. recognize and acknowledge the value of different perspectives
GC–2.6 intercultural skills		a. explore representations of their own culture as seen from the outside; e.g., as seen by members of another culture b. identify stereotypical behaviour	a. identify and use resources to make contact with other countries and cultures b. examine stereotypical thinking	a. recognize and analyze stereotypical thinking

GC–3 personal growth and future opportunities

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
GC-3.1 the Japanese language and culture	a. explore personal reasons for learning Japanese b. identify cultural elements of holidays, special days, shopping, money and community which are of personal interest	a. explore personal reasons for learning Japanese b. identify cultural elements of people, transportation and weather which are personal interest	a. explore personal reasons for learning Japanese b. identify some careers that use knowledge of the Japanese language c. identify cultural elements of travel, fashion, work and the media which are of personal interest
GC-3.2 cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest b. identify cultural elements of holidays, special days, shopping, money and community which are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures b. identify cultural elements of people, transportation and weather which are personal interest	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills b. identify cultural elements of travel, fashion, work and the media which are of personal interest

Strategies

language learning

language use

**Students will know and use strategies
to maximize the effectiveness
of learning and communication.**

general learning
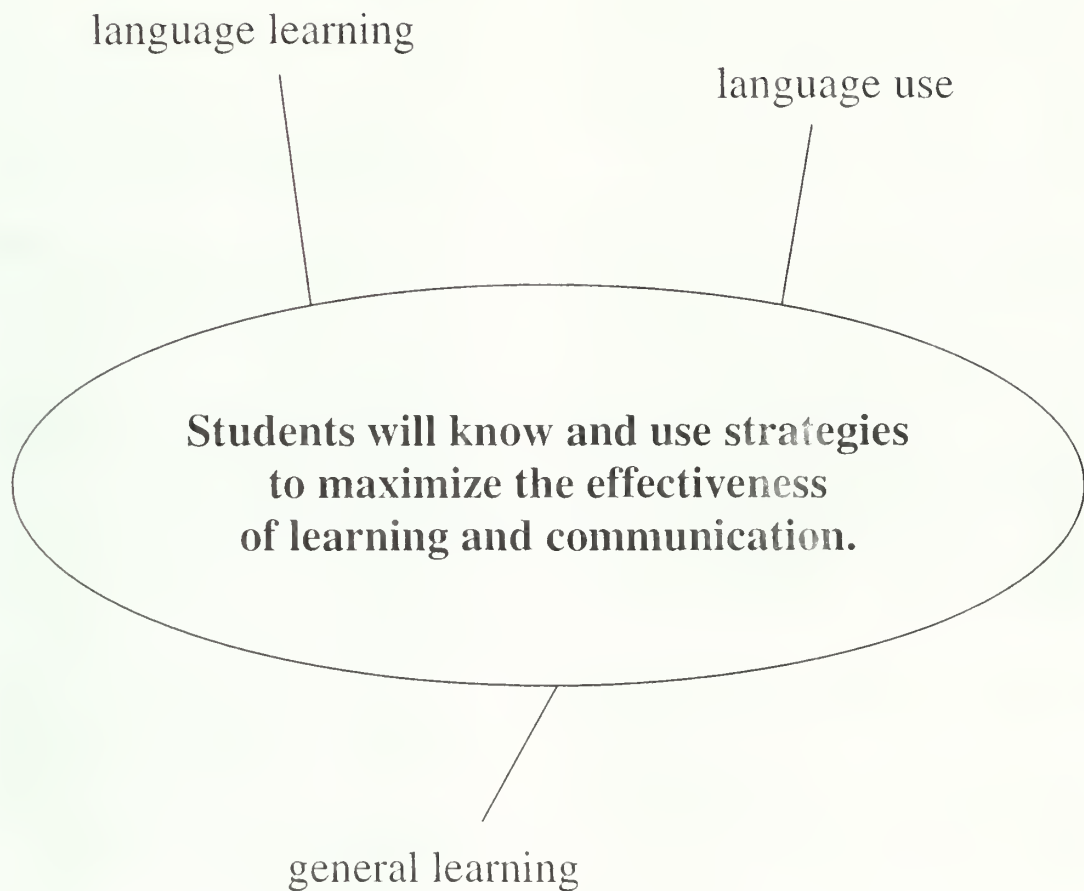
STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

COMPREHENSIVE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries, kana cards and kanji cards
- experiment with various elements of the language
- use mental images to remember new information and writing systems
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Japanese and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Japanese or in own language
- find information, using reference materials like dictionaries, textbooks, human resources, the Internet
- use available technological aids to support language learning; e.g., CDs, computers, DVDs, audio recordings

- make word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- use hiragana and katakana charts
- memorize characters by writing them repeatedly or reading them silently or aloud

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the language learning task
- reflect on language learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in group activities
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as possible
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Japanese
- acknowledge being spoken to using verbal and nonverbal cues such as *hai, ee, soudesu ka* and nodding
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *wakarimasen*, tilted head
- assess feedback from a conversation partner indicating a lack of understanding

- ask for clarification or repetition when you do not understand; e.g., *mou ichido itte kudasai, ~tte nandesu ka*
- use other speakers' words in subsequent conversations
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction; e.g., *hon* for *kyoukasho*
- invite others into the discussion; e.g., *dou omoimasu ka*
- ask for confirmation that a form used is correct; e.g., *ii desu ka, tadashii desu ka*
- use a range of devices indicating hesitation and turn taking to sustain conversations; e.g., *eeto ..., anou ..., soudesu ne, demo ..., sumimasen*
- use circumlocution to compensate for lack of vocabulary; e.g., *hon no heya* for *tosho-shitsu*
- repeat part of what someone has said to confirm mutual understanding; e.g., *~to yuu koto desu ka, ~ n desu ka*
- summarize the point reached in a discussion to help focus the talk; e.g., *ja, tsumari*
- use follow-up questions to check for understanding; e.g., *wakarimasu ka*
- use suitable phrases to intervene in a discussion; e.g., *tokorode, chotto, sumimasen*
- self-correct if errors lead to misunderstandings

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the kanji system to aid reading comprehension
- sound out aloud katakana words to aid reading comprehension

- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- use knowledge of writing systems to identify functions of parts of sentences
- use knowledge of writing systems to aid reading
- use physical markers to divide sections of text to assist comprehension

Productive
- mimic what the speaker says
- use nonverbal means to communicate
- copy what others say, write or do; e.g., bowing
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming, keeping a notebook or logging ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists

- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing; e.g., polite form instead of plain form

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning

- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

S–1   language learning

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2   language use

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies
S–2.3 productive	a. identify and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3   general learning

		Grade 7	Grade 8	Grade 9
		Students will be able to:		
S–3.1 cognitive		a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive		a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective		a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning